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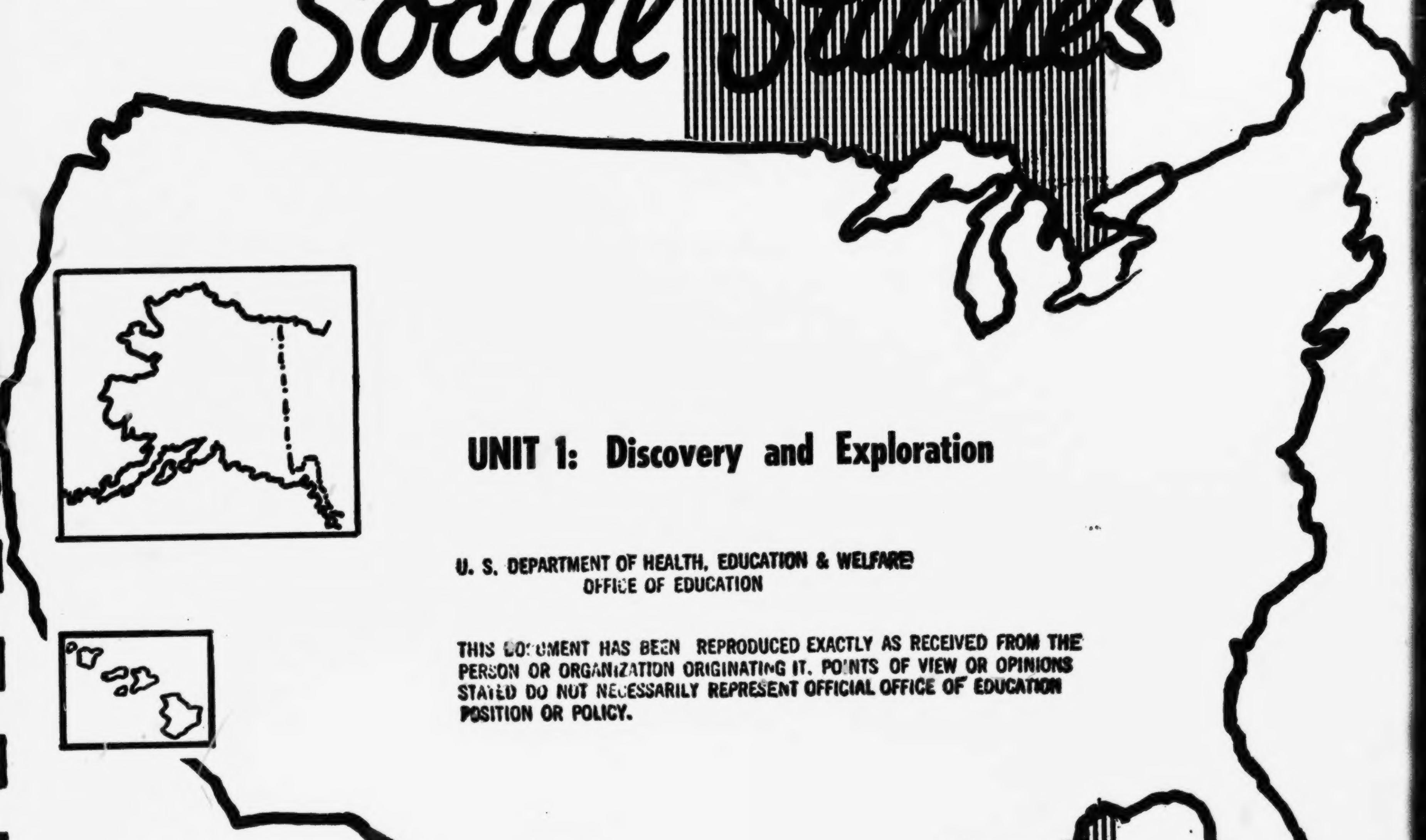
This unit guide, first in a series of seven, is designed to provide eighth-grade teachers with materials for achieving the dual objectives of providing reading and study skills instruction while developing facts, attitudes, and concepts of social studies. Information about discovery and exploration is found in two texts: "This Is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of subchapter and chapter headings and pictures. Combined questions applicable to both textbooks are also provided. (JB)

Developmental Reading in Social Studies



UNIT 1: Discovery and Exploration

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a guide for teachers GRADE 8 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

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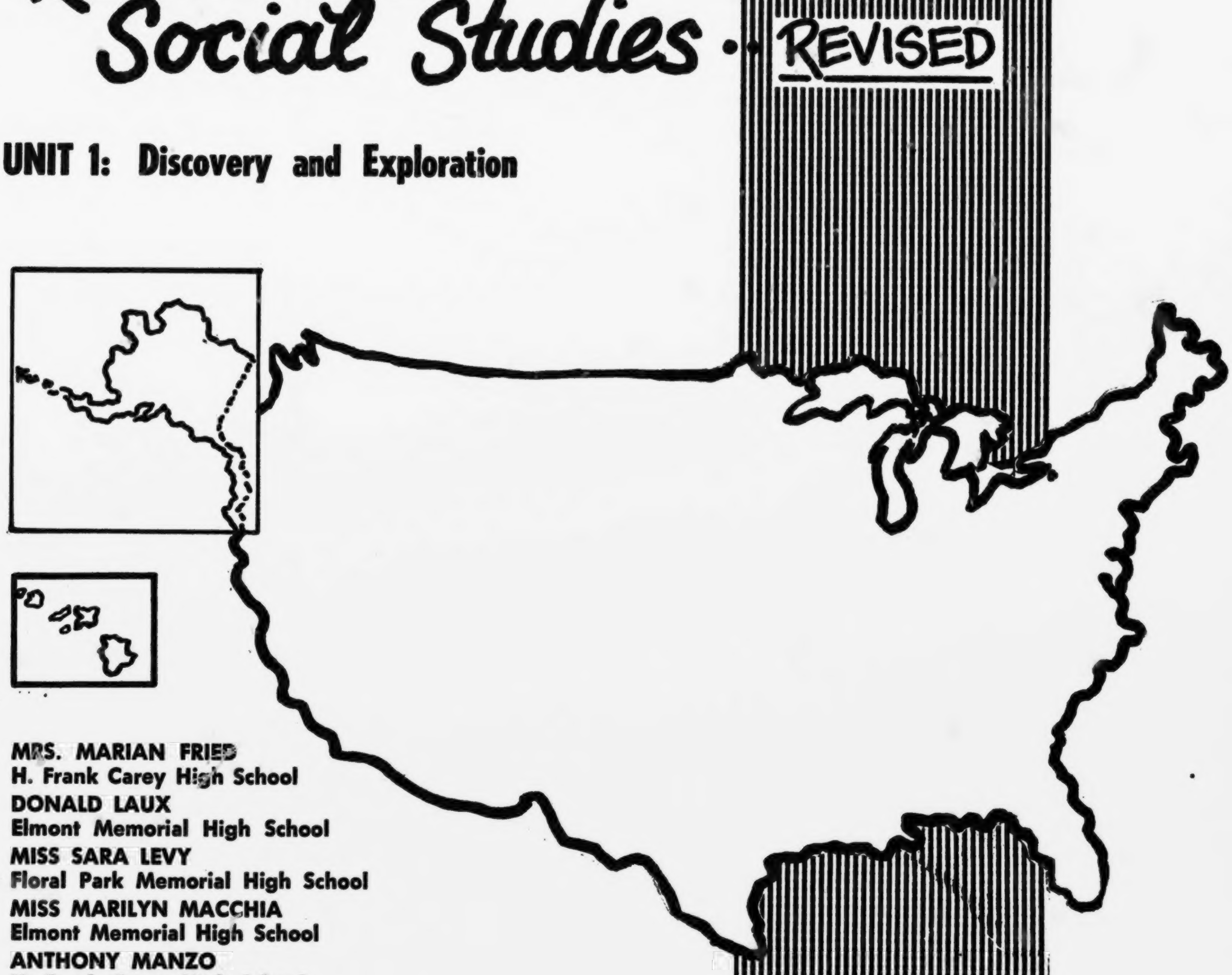

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a guide for teachers . . GRADE 8

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK SUMMER 1965

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ACKOWLEDGMENTS

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried Mr. Donald Laux Miss Sara R. Levy Miss Marilyn Macchia Mr. Anthony Manzo Mr. Lee Marcus	For their authorship of the guide in the summer of 1965
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Dr. James A. DeSonne Assistant District Principal, Curriculum and Instruction	For general supervision of the summer workshop

Mr. Robert Vincent Director, Instructional Materials Center	For supervision of the production of this guide
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Mrs. Madeline Hendrix	For preparing bibliographical material for the guide
Mrs. Ramona Bendin	For creation of the cover design and other art work
Miss Betty Lavin and the Typing and Production Staff	For technical production of the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will evaluated and appropriate action will be taken.

John W. Nicoll

September 1, 1965 Principal of the District

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program. The Units are arranged according to chapters in the two texts, Wilder and Ludlom, *This is America's Story* and Schwartz and O'Connor, *Exploring American History*.

A reading lesson has been prepared for each chapter in *Exploring American History*. To correspond with these, a similar unit has been prepared for *This is America's Story*.

At the conclusion of *This is America's Story*, you will find a review question that can be used for both texts.

Unit Themes

Unit I	Discovery and Exploration and European Colonies in the New World
Unit II	Colonial Struggle for Independence
Unit III	How Our Nation Is Governed
Unit IV	Growth of the New Nation and the Westward Expansion
Unit V	Civil War and Sectionalism
Unit VI	Rise of Industry and Agriculture
Unit VII	U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for grented that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developemental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while develpoing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requistioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topec, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

TABLE OF CONTENTS

UNIT I	This Is America's Story - Wilder Chapters	Schwartz and O'Connor Exploring American History Chapter No. and Unit No.
Discovery and Exploration	1. (pp. 16 - 35) The Old World Finds a New World Beyond Its Horizon 2. (pp. 37 - 57) Europeans Learn More About the New World 3. (pp. 58 - 79) Spain Establishes a Great Empire 4. (pp. 80 - 99) Englishmen Establish Vigorous Colonies in North America 5. (pp. 100 - 119) How Did People Live in the English Colonies? 6. (pp. 120 - 135) France Gains, Then Loses a Huge Empire in North America	UNIT I 1-13 (pp. 4-62) How Was The New World Explored and Colonized? Covers period from Columbus to the establishment of the New England Colonies 1-8 (6-97) How Did the Colonies Win their Freedom? Covers the period from the establishment of the New England Colonies to the French and Indian Wars. NOTE: Chapter 6 (pp. 86 - 90) is not included in Unit I but is included in Unit II.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

WORDS TO LEARN

The Smith family traveled through Palestine (Israel) on their vacation. The guide of their tour was saying, "This land was known as the Holy Land to Christians because Christ lived and died here. Wars broke out between the Christians and the Turks, who believed in Mohammed rather than Christ. These wars were called the Crusades."

Little Irving Smith, after listening to the guide, asked his father what had happened after the Crusades. His father told him how merchants tried to get their products from this plentiful land to Europe cheaply. They had to look for short routes over water and land. The all-water route seemed cheapest, particularly after the invention of the compass and astrolabe. "What's an astrolabe, Daddy?" asked Irving. "An astrolabe is a device that helps a sailor to find out exactly where his ship is," answered Mr. Smith.

Finally, Mr. Smith tired of these questions urged his son to keep quiet. His strong suggestions were accepted and peace returned to the Smith family.

NOTES ON THE READING

AIM: To learn how the people of Europe became interested in the Far East.

1. Why did the Christians of Europe become angry with the Turks?

2. A. What were the Crusades?
   B. Who won them?

   A.
   B.

3. List 3 ways in which the Crusades changed the lives of the people of Western Europe.

   1.
   2.
   3.

4. How did Marco Polo's stories increase the desire to trade with the East?

5. What were two dangerous routes for transporting goods from the Far East?

   1.
   2.

6. Why did the Italian cities of Venice and Genoa become important?

7. Why did men begin to look for other routes?

8. What does movable type have to do with exploration?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

9. How did the compass and the astrolabe help sailors? ______________________________
____
____

10. Why did Prince Henry start his school? ______________________________
____

11. A. What was Vasco da Gama's voyage? A.______________________________
____
B. How successful was it? B.______________________________

12. How did Portugal get so rich? ______________________________
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: EUROPE DISCOVERS THE RICHES OF THE EAST.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. Holy Land	1._____ Religious wars
B. Christ	2._____ Traders
C. Mohammed	3._____ Strongly suggest
D. Crusades	4._____ Shows direction
E. merchants	5._____ Shows location
F. plentiful	6._____ Palestine
G. route	7._____ Founder of Christianity
H. astrolabe	8._____ More than enough
I. urge	9._____ Founder of Mohammedanism
J. compass	

Arrange the events below in the order in which they took place.

1._______	A. Movable type is invented
2._______	B. Crusades begin
3._______	C. Da Gamma's travels
4._______	D. Marco Polo's travels
5._______	E. Turks capture Palestine

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

WORDS TO LEARN

The superstitious Viking would never sail from his home in Northern Europe without his rabbit's foot. His voyages to the New World long before Columbus, were therefore filled with practical jokes. Many members of his crew tried to convince him that it was possible to make the trip to this splendid and rich new land without the rabbit's foot. It got so bad that members of his fleet gave him the title "Cautious Keven the Viking." They said his slogan ought to be, "Have rabbit's foot, will travel."

NOTES ON THE READING

AIM: To learn how Columbus discovered America.

1. What did Columbus hear about the Vikings?

2. Why did Columbus feel that he could reach the Indies by sailing westward.

3. Why did the King and Queen of Spain agree to give Columbus money and ships?

4. A. What were the names of Columbus' ships?
   B. Why wasn't it easy for Columbus to get a crew?
   C. Why didn't Columbus take many supplies?

   A. ______________________________

   B. ______________________________

   C. ______________________________

5. A. What three islands did Columbus discover?
   B. What else did Columbus find?

   A. ______________________________

   B. ______________________________

6. Why were the king and queen disappointed with Columbus?

7. A. What was the Line of Demarcation?
   B. What happened as a result of the line?

   A. ______________________________

   B. ______________________________

8. How many other voyages did Columbus make to the New World and where did he travel?

SCHWARTZ-O'CONNOR, UNIT 1, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

9. Why did Columbus die a poor and disappointed man? ______________________________
____

10. Why was the New World named America and not Columbia? ______________________________
____
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: COLUMBUS FINDS THE NEW WORLD.

VOCABULARY TEST

Column I	Column II
A. voyage	1.______ North and South America
B. possible	2.______ name
C. Viking	3.______ belief in spirits
D. convinced	4.______ group of ships
E. superstitious	5.______ Norsemen
F. fleet	6.______ made to believe
G. splendid	7.______ believable
H. title	8.______ trip
I. New World	9.______ magnificent

Match the reasons for the events with the events themselves.

EVENT	REASON
A. Line of Demarcation is set up	1.______ Columbus studies and reads Marco Polo's books
B. America is named	2.______ Columbus discovers the New World
C. Columbus decides world is round	3.______ Spain and Portugal argue over Columbus' discovery
D. Columbus given title Admiral of the Ocean Sea	4.______ Vespucuis' letter read by German school teacher
E. Columbus is disappointed	5.______ Columbus does not discover the riches of the Indies

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 3: THE SEARCH FOR RICHES GOES ON.

WORDS TO LEARN

Spanish settlements or colonies in America had many large farms called plantations. One of these settlements on a narrow strip of land joining two larger bodies of land is called the Isthmus of Panama. It connects two continents (North and South America). In South America where the temperature is hot and tropical, there is a strait that connects two oceans. A strait is often confused with an isthmus, but a strait is water connecting oceans and a isthmus is land connecting two continents.

NOTES ON THE READING

AIM: To learn of other Spanish explorers who found new lands while in search of gold.

1. Why did Spanish settlements in America begin to grow? ____________________

2. What did the Indians tell Balboa? ____________________

3. A. What was Balboa's discovery? A. ____________________
   B. Why was it important? B. ____________________

4. A. Why was Ponce de Leon looking for a magic spring? A. ____________________
   B. What did he find instead? B. ____________________

5. How and where did Ponce de Leon die? ____________________

6. What did Magellan try to prove? ____________________

7. How did Magellan pass from one ocean to another? ____________________

8. What difficulties did Magellan and his crew face on the trip? ____________________

9. What two things did Magellan's voyage prove? ____________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 3: THE SEARCH FOR RICHES GOES ON.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. Settlement	1.______ colony
B. plantation	2.______ large body of land
C. tropical	3.______ hot
D. isthmus	4.______ strip of land connecting land
E. continent	5.______ water conecting two bodies of water
F. strait	6.______ farm

In one sentence for each, tell why the following should be remembered. Use your text book (Paragraph numbers provided).

A. Balboa (2) ____

____

B. Ponce de Leon (4) ____

____

C. Magellan (7) ____

____

D. The Victory (9) ____

____

E. The South Sea (3) ____

____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE THIRST FOR GOLD.

WORDS TO LEARN

The spanish conquistadores or conquerers made great fortunes while defeating the Indians. Their wealth was achieved with very little sacrifice on their part. The peoples they ruled or governed were so ignorant that they could not write but used knotted ropes called quipus to record their events. They even thought that turquoise stones (bluish green) were more valuable than gold (yellow). This of course, made the conquistadores even happier, and their rule even more profitable.

NOTES ON READING

AIM: To learn how the Spanish conquered Mexico and Peru.

1. Write 3 descriptive sentences about the Aztecs.

1.______________________________
2.______________________________
3.______________________________

2. Why did Cortez want to defeat the Aztecs?

____
____

3, 4, 5, 6. State four (4) reasons why Cortez was able to conquer the Aztecs with only 600 men.

A.______________________________
B.______________________________
C.______________________________
D.______________________________

7. What did Cortez do to the land he conquered?

____
____
____

8. Who was Francisco Pizarro and where did he sail?

A.______________________________
B.______________________________

9. Describe the Indians of Peru.

____
____

10. A. What did Pizarro do to the Incas?
B. What were the results of Spain's conquest of the Incas?

A.______________________________
____
B.______________________________
____
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE THIRST FOR GOLD.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. ruled	1.______ method of recording history
B. turquoise	2.______ made laws for
C. conquered	3.______ great wealth
D. fortune	4.______ Spanish conqueror
E. sacrifice	5.______ blue-green
F. conquistador	6.______ offering
G. quipu	7.______ captured

Spain conquered Mexico and Peru and became the richest country in Europe. Below are a list of reasons. Place the reason under the heading below, under which it belongs.

A. Indians believed in white gods
B. Francisco Pizarro
C. Indians were very ignorant
D. Cortez
E. No horses
F. Indian leader put to death
G. better fighting equipment
H. Indians were farmers not fighters

Things that helped Spain conquer Mexico	Things that helped Spain conquer Peru

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: THE SPANISH REACH OUR SOUTH AND SOUTHWEST

WORDS TO LEARN

The territories in the Southwest have many sun-dried brick huts called adobes. Many villages of these adobes, called pueblos, could be seen throughout the old Spanish empire. Spain ruled the colonies in her empire in the name of her religion but did not always act in a religious way. In many cases she sent expeditions or men on journeys into new lands to kill the natives and bring back new riches. Stretches of land were ruined and about all that was left on these pieces of land were passages to gold and riches for the Spaniards.

AIM: To learn of the exploration of Coronado and DeSoto.

1. Where was Coronado chosen to go? ____________________

2. Where did Coronado go in 1540 and what did he take with him? ____________________

3. Give four facts about the Pueblo Indians.
   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________

4. What did Coronado's party discover? ____________________

5. What did he see in Texas and Cklahoma? ____________________

6. Give 3 ways that these Indians were different from the Pueblo Indians.
   1. ____________________
   2. ____________________
   3. ____________________

7. What other state did Coronado discover? ____________________

8. Why was Coronado's journey important to Spain? ____________________

9. A. What was DeSoto looking for? A. ____________________
   B. Why did the Seminols attack the Spanish? B. ____________________

10. What did DeSoto discover? ____________________

11. A. What was Cabrillo looking for in 1542? A. ____________________
    B. Why was the voyage of Cabrillo and Terrelo important to Spain? B. ____________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: THE SPANISH REACH OUR SOUTH AND SOUTHWEST.

12. A. When was the oldest city in America established? What city was this?
A.______________________________
____
____

B. What is the second oldest city in America?
B.______________________________
____

13. A. Why did Cortez and Pizarro conquer the Indians?
A.______________________________
____

B. What did DeSoto and Coronado do?
B.______________________________
____

C. What did all of these explorers do?
C.______________________________
____

14. Give 3 reasons why the Spainards were so successful?
1.______________________________
2.______________________________
3.______________________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: THE SPANISH REACH OUR SOUTH AND SOUTHWEST.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. expedition

B. adobe

C. pueblo

D. territory

E. Stretch

F. passage

G. empire

Column II

1.______ village of adobes

2.______ country's domain

3.______ a way through or to

4.______ sun dried brick hut

5.______ small piece of land

6.______ exploring party

7.______ large tract of land

Many times men make important discoveries while looking for something else. Below you will find explorers and a list of discoveries. Match the explorer to the discovery only if he found something he was not looking for.

Explorer

A. Coronado
B. deSoto
C. Cabrillo
D. Cortez

Discovery

1.________ gold

2.________ Northwest Passage

3.________ Cibola

4.________ Grand Canyon

5.________ Mexico

6.________ Upper California

7.________ Mississippi River

8.________ Kansas

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 6: LIFE ON THE SPANISH COLONIES.

WORDS TO LEARN

"Did you ever notice how many Spanish words we have in our English language?" asked the teacher.
"What is a viceroy, Irving?"
"No not a cigarette. I'm referring to the kings direct representative."
"Theodore, what is a galleon?"
"No,it is not something that you put in your car. It is a slow-moving cargo ship."
"Alvin, can you tell me what a hacienda is?"
"No, not a nap. It is a cattle ranch."
"Finally, Irving, you must know what a mestizo is."
"You say you just killed one crawling up your leg. No, Irving, not a mosquito, a mestizo, a person who is partly Spanish and partly Indian."
"Oh, I give up!"

AIM: To learn how the Spanish lived in Spanish America.

1. A. Describe the kingdom of New Spain.
   B. Describe the kingdom of Peru.
   A. ____________________
   ____
   B. ____________________
   ____

2. Why did the viceroy have to be honest?
   ____
   ____

3. What was the only religion permitted in the Spanish settlements?
   ____
   ____
   ____

4. A. What was a mission?
   B. How did the missions support themselves?
   A. ____________________
   B. ____________________
   ____

5. What was done with the gold and silver mined in the Spanish colonies?
   ____
   ____
   ____

6. A. How were the lords of the large estates expected to treat their Indians?
   B. How did they treat them?
   A. ____________________
   ____
   ____
   B. ____________________

7. What did the Spanish farmer bring to the new world?
   ____
   ____

8. What did the Indians teach the Spaniards?
   ____
   ____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 6: LIFE IN THE SPANISH COLONIES.

9. Describe a hacienda. ____________________

10. What were most of the people living in Spanish America? ____________________

11. Who held the most important positions in the colonies? ____________________

12. Why were Negro slaves brought to Spanish America? ____________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 6: LIFE IN THE SPANISH COLONIES.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. viceroy

B. galleon

C. hacienda

D. mestizo

E. profit

F. siesta

Column II

1.______ large cattle ranch

2.______ gain

3.______ Spanish and Indian

4.______ ship

5.______ king's representative

It is said that one picture is worth 1,000 words. Study the picture on page 26. Below you will find seven statements. If you feel the statement is suggested by the picture place an S before it. If you feel the statement is not suggested by the picture place and N before it.

1.______ The church set up missions in New Spain.

2.______ Missions were built like forts.

3.______ Indians worked in the missions.

4.______ Indians were taught to weave and sew.

5.______ The temperature was very warm in this mission.

6.______ Priests were interested in helping the Indians.

7.______ Only Catholics were allowed in the Spanish colonies.

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events etc.
p. 18	self-sufficient	manor, serf	"bound to the soil", Middle Ages, Saracens, Islam,
p. 19			Mohammadenism, Arabia, Christianity
p. 20	enthusiasm expedition	kingdom	North Africa, Strait of Gibraltar, Spain, Catholic, Episcopal, Presbyterian, Methodist, Lutheran, Baptist, Palestine (Israel), Mediterranean Sea, Holy Land, Pope, Crusade, Constantinople
p. 21	fragrant luxuries spices	indigo merchant galleys	Venice; Genoa; Atlantic
p.22	ebony communication	"the interior"	Far East, Persia, India, China, Spice Islands, Marco Polo, Asia, Pacific Oean, Great Kahn, Kanbalu

Words and phrases needed for Marco Polo's diary include: accommodation, province, facility, intermediate, perceived, post-house, superiority, courier

	Vocabulary	Social Studies Words	People, Places, Events etc.
p. 24	compass	astrolabe equator latitude longitude	Greeks, Romans
p. 25		exploration caravans printing press	Black Sea, Persian Gulf, Red Sea, Arab,
p. 26		monopoly trade route	France, England, Portugal, Spain,
p. 27	venturing navigation		"Prince Henry the Navigator"
p. 28			Cape Verde, Barthalomeu Dias, Cape of Good Hope, Vasco DeGama, Indian Ocean
p. 29	laden		Lisbon

(continued)

continued

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events etc.
p. 30	monarchs	Scandinavia, Vikings, Christopher Columbus; King Ferdinand, Queen Isabella, Santa Maria, Niña, Pinta, Great Sea of Darkness, The Journal of Christopher Columbus
p. 34		San Salvador, Bahama Islands, Cuba, Hispaniola, "the Indies", West Indies

WORDS USED IN CONTEXT

A self-sufficient farm will supply the farmer's family with everything they need. A farmer who has a self-sufficient farm would not need to buy anything in town.

The lord, or ruler of a section, lived in a manor house. It was the biggest, most important house on the manor.

A serf was little more than a slave. He had little freedom and had to answer to the lord of the manor.

In 1999 this century will be over. In the year 2000 when the new century will begin, everyone will look back to the year 1900 and study and remember the past 100 years.

Do you have a compass on your "bike"? With a compass you can always figure out in which direction you are traveling.

An astrolabe was important to sailors. Without an astrolabe sailors could not determine where they are.

Cinnamon, nutmeg, and pepper are spices. Imagine eating Italian food without any spices!

The caravan of trucks was winding slowly down the highway when the driver of Truck Eight started to fall asleep. Truck Nine, right behind him, tried to rouse him by blowing the horn. Soon all sixteen trucks in the caravan were making noise to be sure that the sleepy driver was awake.

When your family takes a trip, who is the driver, and who handles the navigation? It is very important that clear directions are given to a driver, and the navigation of a car is an important job.

The living room rug beneath the Christmas tree was laden with gifts. Grandma arrived and remarked that the living room seemed to be carpeted with pretty packages. She then emptied her arms which were laden with gifts for her big family.

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

VOCABULARY TESTS

Match the words on the left with their correct meanings on the right.

Column I	Column II
1.______ self-sufficient	a.______ period of 100 years
2.______ manor	b.______ flavorings
3.______ serf	c.______ loaded
4.______ century	d.______ device to determine direction
5.______ compass	e.______ train of vehicles
6.______ astrolabe	f.______ instrument used by sailors to determine location
7.______ spices	g.______ directing a ship
8.______ caravan	h.______ bound servant
9.______ navigation	i.______ independent
10.______ laden	j.______ estate

NOTES:

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZONS.

From the Survey

I. From the title of Chapter I, The Old World Finds a New World Beyond Its Horizon, we can assume that the chapter deals with:

A.________ A monetary exchange between two societies.

B.________ Scientific discoveries about the Earth

C.________ The problems of sailing uncharted seas

D.________ The New World is disappointed with the Old World

E.________ The Old World finds many riches in the New World

F.________ Exploration produces the discovery of a new world

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or part)

Best - if it's the best answer

II. A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter was primarily concerned with:

A. The welfare of travelers
B. The study of maps
C. Exploration and routes of travel
D. Scientific advances in the world travel

READING FOR CAUSE AND EFFECT

Match the reason (on the left) to its result (on the right).

A. The astrolabe and the compass

B. Prince Henry's explorations

1.______ created interest in the Far East

2.______ the discovery of America

3.______ the spread of knowledge

(continued)

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

READING FOR CAUSE AND EFFECT

C. The Saracens captured Palestine (The Holy Land)

D. Columbus was seeking a western route

E. Marco Polo's journey

F. The Crusades

G. The printing press

4.______ led to an all-water route to Asia

5.______ the First Crusade

6.______ made ocean voyage easier

7.______ spices are introduced to Europe

SCHWARTZ, UNIT I, CHAPTER 1 and 2 (CRUSADES-COLUMBUS)

Names of people become by words. For exmaple, everyone knows who Christopher Columbus was, and his name is used in jokes, stories and conversation. However, we understand these jokes only because *we* know why Columbus is famous. Below you will find a list of famous names. Tell why each person, place, or thing is famous.

1. The Holy Land ____

____

____

2. Marco Polo ____

____

____

3. Prince Henry the Navigator ____

____

____

4. Crusades ____

____

____

(continued)

continued

WILDER, UNIT I, CHAPTER 1: THE OLD WORLD FINDS A NEW WORLD BEYOND ITS HORIZON.

SCHWARTZ, UNIT I, CHAPTER 1 and 2 (CRUSADES-COLUMBUS)

5. Bartholomew Dias

6. Vasco Da Gama

7. Niña, Pinta, and Santa Maria

8. Christopher Columbus

9. Mohammed

10. San Salvador

NOTES:

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events etc.
p. 38	oath	mainland expedition	Palos, Spain; Puerto Rico; Jamaica; Caribbean Sea; North America; South America; Central America; John Cabot
p. 39 40	barrier	continent	Balboa, Isthmus of Panama, Ferdinand Magellan, Strait of Magellan, Pacific, Phillipines, Spice Islands, Africa
p. 42	retrace enormous		
p. 43	profitable	trade	Cape Verde Island, Line of Demarcation, England, France, Holland, Verrazano, Northwest Passage, North Carolina, Newfoundland, Cartier, St. Lawrence River, Montreal
p.44		settlement rapids	Frobisher, Greenland, Frobisher Bay, Champlain, Massachusetts, Quebec, Montreal, Lake Champlain, Lake Huron,
p. 45	mariner	geography strait	Lake Ontario, Henry Hudson, China, Half Moon, Chesapeake Bay,
p. 46	hoisted quantity adrift sought		Discovery, Hudson Bay, Marquette, Joliet, Lake Superior,
p. 47			Lake Michigan, Fox River, Wisconsin River, Mississippi River, Arkansas River, Gulf of Mexico, Illinois River, La Salle

(continued)

continued

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 48	untimely endure territory		
p. 50	route accurate tremendously huge		Francis I, Maine, Florida
p. 51	rivals		

WORDS USED IN CONTEXT

The man took an oath that he would do his best to succeed. He made this oath or promise before God because he was serious.

The continents of the world are all so large that few people ever get to see more than one or two. Most people from the continent of North America want to visit the continent of Europe.

The greatest barrier to his success was lack of money. He removed this barrier by keeping two jobs.

In order to find the watch he lost, Bill decided to retrace his steps. He went back to the gym, the auditorium and the cafeteria. Finally in room 239, he retraced his movements and found the watch on the blackboard ledge where he left it.

Down at the dock I saw an interesting mariner. The old sailor was wearing a jaunty cap and an old blue jacket. His love for the sea and for his small boat was so obvious that I immediately knew he was a mariner in love with his trade.

On his trip to Europe Joe passed through the Strait of Gibralter. He marvelled at this narrow waterway that separated Europe and Africa. He was interested when the captain explained that all straits are narrow waterways which separated areas of land.

The workmen hoisted the piano above the sidewalk. Lifting such a heavy item was a hard job. Finally with the aid of a pulley they hoisted the instrument to the eighteenth floor where it was delivered.

VOCABULARY TESTS

In the space provided, use each of the following words in a meaningful sentence. Your sentence should show that you know and understand the meaning of the word.

oath ______________________________

____

continent ______________________________

____

barrier ______________________________

____

retrace ______________________________

____

mariner ______________________________

____

strait ______________________________

____

hoisted ______________________________

____

From the Survey.

Glancing through the chapter, looking at the pictures, maps, charts, headings etc., you can see that this chapter deals with all of the following except:

A. the Northwest Passage
B. ocean voyages of explorers
C. colonization of the New World
D. circumnavigation of the globe
E. exploration of the New World

(continued)

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

From the title of Chapter 2, Europeans Learn More About the New World, we can assume that the chapter deals with:

A.______ Lives of American Indians

B.______ Europeans colonization of the New World

C.______ Knowledge about the New World obtained by explorers

D.______ Discovery of the Mississippi River

E.______ Finding the Northwest Passage

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or part)

Best - if it's the best answer

From your Reading:

I. On an outline map of North America fill in all the rivers, lakes, places, etc. that were discovered and/or explored by the following people.

a. John Cabot ____________________
b. Christopher Columbus __________________
c. Jacques Cartier ______________________
d. Samuel de Champlain ______________________
e. Henry Hudson __________________
f. Fr. Jacques Marquette __________________
g. Louis Joliet ____________________
h. La Salle ______________________

II. In addition, next to the name of each, write in their discoveries.

(continued)

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

An outline map of North America -- Just an outline -- no rivers etc.

WILDER, UNIT I, CHAPTER 2: EUROPEANS LEARN MORE ABOUT THE NEW WORLD.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 7 and 8: THE FRENCH JOIN THE SEARCH FOR A SHORTER ROUTE and THE ENGLISH LOOK TOWARD THE NEW WORLD.

Match the explorer on the left with his discovery or exploration on the right.

a. Verrazano
b. Cartier
c. Champlain
d. Hudson
e. Joliet
f. Cabot
g. Magellan
h. La Salle
i. Columbus
j. Marquette

1._________ explored Mississippi
2._________ French explorer - 1524
3._________ discoverer of America
4._________ founded Quebec
5._________ priest who explored the Mississippi
6._________ found mouth of river
7._________ explored for the Dutch
8._________ first to circle the globe
9._________ first explorer for England
10._________ explored the St. Lawrence River

NOTES:

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHED A GREAT EMPIRE.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 59	adventurous convert heathen caballero conquistadores		Spainards, Balboa, Cortés, Pizarro
p. 60	abundance shrewd		Pacific, Peru, Isthmus of Panama
p. 61	expedition jovial subdue	treason summit	Aztecs, Veracruz, Moctezuma Montezuma
p. 62			Tenochtitlon
p. 63	alighted		
p. 64	valiant persistance civilized endure ransom	irrigate pottery	Incas, Andes Mountains, Caxmarca, Atahualpa
p. 65	interpreter eager violent		Lima
p. 66	assassinate expedition weary		Ponce de Leon, Cabeza de Vaca, Texas, Francisco Caronado
p. 67	produce mulberries uninhibited realm	region products rivulets springs grude colonize empire merchant	Spain, Herando de Soto, Mississippi River, France, Brazil, Portugal, Venezuela, Catholic
p. 68	pronunciations formal permit vessels	official viceroy	New Spain

(continued)

WILDER, UNIT L, CHAPTER 3: SPAIN ESTABLISHED A GREAT EMPIRE.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 71	mistreat mission		
p. 72	plaza Cathedral representative archbishop	capital	
p. 73	solemn procession elegant luxury laborer craftsmen	mestizo hacienda	University of Mexico, Creoles
p. 74	courtyard enclosure courageous severe	herd peon	Line of Demarcation
p. 75	resent scornfully lessen		
p. 76	merchandise boldly illegal plundered booty raiders capable prey	territory pirate	Negro, Dutch, Queen Elizabeth I, "sea dogs", Francis Drake
p. 77	seized furious endure	knight	"Golden Hind", South Sea, Philip of Spain
p. 78	expedition unconquerable fleet launched raged pursuit fierce		English Channel

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 78	gale		
	swamped		
	decline		
	interference		

WORDS USED IN CONTEXT

Sam changed his religion. He is a convert. When Sam studied his new religion, he decided to convert and give up his old beliefs.

The Spanards were religious people. They did not like to see any heathens. They wanted to convert all the Indians and any other heathens who did not believe in God.

The explorers beheld an abundance of wealth. They had never seen so many riches. The abundance of gold and silver startled them.

The teacher was shrewd. She did not say much, but she watched and waited. When the student tried to lie to her, the shrewd teacher was ready for him!

Benedict Arnold is famous for his treason. This man who betrayed his own country and turned against his nation was never tried or found guilty of treason. He escaped to England.

The students were jovial. It was the last day of the school year and they were having a good time. Even the teacher joined in the jovial atmosphere.

The viceroy could not go to the meeting so he sent his representative, Juan. At the meeting Juan, having all the powers of the viceroy, handled the problems well. Then the representative went back to the viceroy to report.

It was a solemn occasion. Everyone was quiet, attentive and respectful. Suddnely, a small boy wandered in and giggled. He thought the solemn, sober expression of the men were funny.

The severe storm was dangerous. The wind was so strong that trees fell. The people had never seen such a severe wind in that area.

Billy wanted a dog. His persistence in asking his father realized that his son really wanted the pet, because he was usually not so annoying. Billy's persistence paid off.

Henry could not endure the waiting any longer. He finally searched the house to find his Christmas present. His mother had it well hidden. Henry's inquisitive spirit would just have to endure until Christmas. He had no chance.

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

WORDS USED IN CONTEXT

The policeman tried but could not subdue the crowd. They were really getting out of hand, shouting and pushing. Finally, several more policemen arrived, and together they were able to subdue the group.

The vultures were circling over the sick calves ready to prey on them. Vultures always feed on the dead or injured; they are birds of prey.

The farmers welcomed the evening breeze but were sorry when it turned into a gale. The wind raged and tore at trees and crops. After the gale was over, the farmers had a great deal of cleaning up to do.

The man alighted from the bus and as he stepped down he twisted his ankle. He had to call a taxi because he could not walk. By the time he arrived home, his foot was so swollen that he could not alight from the cab without help.

NOTES:

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

VOCABULARY TESTS

Match:

Column I	Column II
1.______ convert	a. harsh
2.______ heathen	b. step down
3.______ abundance	c. one who changes his religion
4.______ shrewd	d. injure; hunt or kill for food
5.______ treason	e. strong wind
6.______ jovial	f. tolerate; last
7.______ subdue	g. clever
8.______ alight	h. quiet
9.______ persistence	i. continuing firmly
10.______ endure	j. person who does not believe in God
11.______ representative	k. lighthearted; happy
12.______ solemn	l. betraying your country
13.______ severe	m. a great deal
14.______ prey	n. serious
15.______ gale	o. person appointed to speak for others

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 3, Spain Establishes a Great Empire, we can assume that the chapter deals with:

A.______ Spain's colonization of the New World

B.______ The trips of Spanish explorers

C.______ The conquest of Peru

D.______ The Spanards and the Indians

(continued)

WILDER, UNIT 1, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

QUESTIONS ON THE CHAPTER

E.________ Spain's wars with England

F.________ Spain emerges as a world power

G.________ Spain establishes a larger colony

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or in part)

Best - if it's the best answer

A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

A. Balboa's discovery of the Pacific Ocean
B. The life of Herando Cortes
C. Conquest of Mexico
D. Life in Spanish America
E. Indian America

In chapter three, many names, places and events are mentioned. Below you will find a list of events, places and achievements. In the space provided place the letter that corresponds to the name of the person associated with the event. You may use a name more than once.

a. Balboa
b. Pizarro
c. Elizabeth I
d. Cortes
e. Francis Drake
f. Moctezuma

1.________ Defeated the "Invincible Armada"

2.________ Discovered the Pacific Ocean

3.________ Conqueror of Peru

4.________ Leader of the English people

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

QUESTIONS ON THE CHAPTER

5.________ "Sea Dog"

6.________ Conqueror of Mexico

7.________ Leader of the Aztecs

8.________ Burned his own ships

9.________ Crossed the Isthmus of Panama with Balboa

10.________ Came from Cuba

SCHWARTZ CHAPTERS 3-6. (SPANISH IN THE NEW WORLD)

Briefly identify each of 10 of the following items. Tell the importance of each.

A. Balboa ____

____

____

B. Ponce de Leon ____

____

____

C. Magellan ____

____

____

D. Cortes ____

____

____

E. Coronado ____

____

____

(continued)

WILDER, UNIT I, CHAPTER 3: SPAIN ESTABLISHES A GREAT EMPIRE.

SCHWARTZ CHAPTERS 3-6. (SPANISH IN THE NEW WORLD)

F. Cabrillo ______________________________

G. De Soto ______________________________

H. Montezuma (Moctezuma) ______________________________

I. Pizarro ______________________________

J. Incas ______________________________

K. Pueblo ______________________________

L. Conquistador ______________________________

M. South Sea ______________________________

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 81	colonist	Spanish Armada
p. 82 harshly	freedom religious freedom	Church of England, Episcopal Church
p. 83 restriction devout organization founding	colony	King James I, Charles I
p. 84 voyage	region charter nobles trading company proprietors	Portuguese
p. 85 bargain transport seized founded expedition	indentured servant	Sir Walter Raleigh, North Carolina, Virginia, Roanoke, Jamestown, Chesapeake Bay
p. 86 hostile defenses violent		London Company, James River, Jamestown, John Smith, John Rolfe, House of Burgesses
p. 88 humble persecuted wanderer	representative government	House of Burgesses, New England Colonies, Southern Colonies, Middle Colonies, Massachusetts, Leyden, Separatists, Pilgrim
p. 90 venture fierce charter location agreement bleak	representatives assembly self-government	Plymouth, England; Mayflower, Mayflower Compact, Plymouth
p. 91 discomforts succor multitude perished worship purify		Gov. William Bradford, Puritans, Massachusetts Bay Colony

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places Events, etc.
p. 92	vessels severly courageous unite strict criticize tolerance		Boston, John Winthrop, Thirteen Colonies, Rhode Island
p. 93	worship pastor	region	Roger Williams, Narragansett Bay, Providence, Connecticut, New Hampshire, Thomas Hooker, Connecticut River, Hartford, Windsor, Wethersfield, New Haven
p. 94	parcel refuge profit	tracts nobles proprietary colonies	Maryland, Potomac River, St. Mary's, Lord Baltimore, Baltimore, Toleration Act
p. 95	anxious trifling permission	fertile climate slave settlement plantation	Carloinas, Charles II, Carolus, Charleston, North Carolina, South Carolina, Negro, James Oglethorpe, Spanish Florida, Savannah, Georgia, George II, British Isles, New York, Hudson River, Dutch, Henry Hudson, Holland
p. 96	landlord prosperous	patroons	New Amsterdam, Manhattan, Hudson River Valley, Fort Orange, Albany, New Netherland, Deleware River, Sweden, New York, New Jersey, New England, Peter Stuyvesant
p. 97	surrender possession anxious	territory settlements capital	Duke of York, Pennsylvania, Quakers, William Penn, Pennsylvania, Philadelphia, Germans, Pennsylvania Dutch,
p. 98		coastline	Delaware

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS USED IN CONTEXT

John's father said he could go on the hike with his friends. However, there was one restriction. The boy was not allowed to take his expensive new radio. This restriction did not keep John from having a good time.

The old proprietor of the store chased the boys from the window at the candy counter. He did not like their leaving fingerprints on the glass. The children hoped that before long the old owner would retire, and the store would have a more understanding proprietor.

Mrs. Jones went shopping in search of a bargain. She saw an Egyptian coffee urn which was reduced from $50 to $10. It was a wonderful buy. However, she realized that it was not really a bargain to her because she couldn't use it.

New York has an invigorating climate. The weather ranges from very hot to very cold. The changes in season make the climate interesting.

Everyone liked the prosperous farmer. His hard work had made his farm the best in the county. He was friendly and shared his good fortune with his neighbors. The prosperous land he owned was in good hands.

Washington, D. C. is the capital of the United States. It is there that our laws are made and records are kept. A visit to our national capital is an interesting trip.

The landlord collected the rent from the tenants every month. He went to the door of each apartment and collected the money. He was a greedy landlord and he did not trust anyone else to collect the rent.

The Smith family's car was their proudest possession. Everyone took pride in the ownership of the automobile. This was one family possession in which everyone took an interest.

Many new settlers were courageous people. They met hardships bravely and they faced many dangers. Courageous men and women are responsible for the growth of our country.

Tolerance is necessary. We must learn to accept and understand people who are not exactly like us. Tolerance for others helps us to understand them.

Many settlers came to the New World to seek refuge. They were running from bad governments, poverty, and lack of understanding. The wilderness of America provided a refuge for them.

Many people have been persecuted because of their beliefs. They have had to flee in order to live happy and safely. Persecuted people have settled many new places.

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

WORDS USED IN CONTEXT

In America we have the right of assembly. We can get together any time and discuss plans or ideas. Groups of any size can meet. In many countries an assembly is illegal.

It was a bleak day. Everything seemed dark and gray. As Jimmy looked out the window at the rain, he felt as bleak as the weather.

The government of the U.S.A. is a representative government. We elect people to run the country for us. They represent us because we cannot all spend our time making laws. A representative government should carry out the will of the people.

An indentured servant relied on his master. His master taught him a trade, fed him, clothed him and if he was kind, the indentured servant had a pleasant life. After a while an indentured servant was free. Most were happy to have their freedom so they could live as they wished.

Many early settlers suffered violent deaths. Indian attacks, illness, accidents, wild animals and cold weather all contributed to the violent way of life with which the early settlers were acquainted.

The settlers needed many kinds of defenses. They needed weapons to fight unfriendly Indians, good food and fuel to fight the hardships of the wilderness and most of all they needed a strong spirit to continue living in the wilderness. Of all their defenses, their strong spirit was the most important.

The man with the gun seized the woman's purse and emptied it. The incident was reported to the police who went to work immediately. In two hours the police seized the bandit and the money was returned.

The new settlers were afraid of hostile Indians. However, they knew that they must be calm and act friendly toward the natives. If they showed the Indians that they did not trust them, the Indians might be insulted and become hostile because they were angry.

NOTES:

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

VOCABULARY TEST

1.______ climate

2.______ prosperous

3.______ capital

4.______ landlord

5.______ possession

6.______ courageous

7.______ tolerance

8.______ refuge

9.______ persecuted

10.______ assembly

11.______ bleak

12.______ representative government

13.______ indentured servant

14.______ violent

15.______ defenses

16.______ seized

17.______ hostile

18.______ restriction

19.______ proprietor

20.______ bargain

a. barve

b. government where the people have representatives

c. means of protecting

d. dreary

e. shelter or protection

f. general condition of the weather

g. group meeting

h. worker who has a contract which limits his freedom

i. owner

j. willingness to be patient with others

k. something owned

l. rough force

m. rule

n. owner who rents his property

o. take hold of suddenly

p. price below the real value

q. treated badly

r. unfriendly

s. successful

t. city where the government is located

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 4, ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA, we can assume the chapter deals with:

A.__________ The beginning of trade with England

B.__________ Massachusetts becomes a vigorous colony in North America

C.__________ Strong men in a New World

D.__________ Formation of new colonies

E.__________ The establishment of democratic government

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct (all or part)

Best - it it's the best answer

Below there is a list of ten items. A pre-reading of the chapter, with attention to maps, charts, etc. will reveal whether or not the statements are correct. Place a C before the statements which are correct and and an I before those statements which are incorrect.

A._______ New Netherland was founded by the Dutch

B._______ James Ogelthorpe founded Rhode Island

C._______ Sir Walter Raleigh established a colony which was successful

D._______ New Netherland became New York and New Jersey

E._______ John Smith was the leader of the settlement at Jamestown

(continued)

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

F.______ People came to America to seek religious freedom

G.______ John Smith was an adventurer in Europe as well as America

H.______ John Winthrop helped found the colony of Massachusetts

I.______ No poor people came to the New World

J.______ English colonies were founded all along the Atlantic seaboard

NOTES:

QUESTIONS ON THE CHAPTER

Below is a chart concerning the thirteen original colonies. Fill in the missing information. Use your textbook as a guide. In some cases the information is not supplied or does not exist. In these cases leave the space blank.

Colony	Original Name	Founder	Reason for Colonization	Date of Founding	Type of people that settled there
Massachusetts					
New Hampshire					
Rhode Island					
Connecticut					
New York					
New Jersey					
Pennsylvania					
Maryland					
Virginia					
North Carolina					
South Carolina					
Georgia					
Deleware					

WILDER, UNIT I, CHAPTER 4: ENGLISHMAN ESTABLISH VIGOROUS COLONIES IN NORTH AMERICA.

SCHWARTZ-O'CONNOR, CHAPTER 9-13 (ENGLISH COLONIES)

Match the famous people or places with the song title that best describes them.

a. Philadelphia

b. Sir Walter Raleigh

c. John Smith

d. Peter Minuit

e. Pilgrims

f. Henry Hudson

g. William Penn

h. Peter Stuyvesant

i. James Ogelthorpe

j. Roger Williams

k. Magellen

l. Marquette and Joliet

1.______ In the Blue Ridge Mountains of Virginia

2.______ Crusing Down the River

3.______ Indian Love Call

4.______ Georgia on My Mind

5.______ We Gather Together

6.______ Mississippi Mud

7.______ Pennsylvania Polka

8.______ Around the World

9.______ Love Thy Neighbor

10.______ I Surrender Dear

11.______ Poor Little Rhode Island

12.______ I'll take Manhattan

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 101		geographical conditions temperature rainfall soil tribesman colonists coast	Eskimos, Arctic, Africa, Thirteen Colonies, Atlantic, Southern Colonies, Northern Colonies
p. 102	immense utensils fowl	harbors trade transport region apprentices colonial	New England, Europe, West Indies
p. 105	conscientious righteousness boisterous congregation sermon		Puritans
p. 106	jeer	pillary ducking stool stocks	Roger Williams, Rhode Island, Massachusetts
p. 108	primer switched minister sermon almanac		hornbook, John Harvard, Harvard College
p. 109	task	fertile plantation climate indigo indentured servant slave	

p. 110 Vocabulary needed for understanding the diary of a plantation owner's daughter: sawyers, coopers, curriers, dwelling, harrow, hogsheads, consumption, coarse, texture, steward, superintend.

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS TO LEARN

p. 110	dwell wharf discomfort elegant stern somber	commerce merchant	England; Charleston, South Carolina; Savannah, Georgia
p. 112	misdeeds	manufacturing seaport estate	College of William and Mary, Church of England, Massachusetts, Middle Colonies, New York, Hudson River, Philadelphia, Delaware River, Ireland, Quakers, Catholics, Pennsylvania, Christians, Germans, Scotch-Irish, French, Irish, Scots, Swedes, Dutch
p. 114	lurked labor shelter wits interference	frontier region communities routes inland pioneer	Connecticut River, Susquehanna River, Potomac, Shenandoah River
p. 116	pounce keen fortified refuge	settlement stockade blockhouse	Valley of Virginia, Blue Ridge Mountians, Allegheny Mountians, American Revolution, Mississippi River, Canada, Ohio River
p. 117	diameter	lugpole puncheon homespun	Pennsylvanian, New Yorker, Virginian

WORDS USED IN CONTEXT

Your mother uses many utensils in the kitchen. She makes use of knives, spoons, an egg beater, etc. These utensils are inportant to a housewife.

Chicken, turkey, and duck are all kinds of fowl. Many people enjoy eating fowl.

Jimmy was a conscientious boy. He always listened and tried hard to do the right thing. Everything he attempted he tried to do well. Like most conscientious people, he became a success.

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

WORDS USED IN CONTEXT

The students began to jeer at the opposing football team. Ordinarily, they were good sports, but they began to jeer when someone on the other team started to annoy their players.

The commerce between the two companies was increasing. As business improved, they started to trade more and more. The commerce brought a great deal of money to both companies.

The atmosphere that day was very somber. Everyone was sad and quiet. The somber attitude disappeared when the good news was brought to the group.

The teacher would tolerate no interference from the noise in the halls. She went to the door, quieted the students out there and continued the lesson. There was no more interference of any kind that day.

The people started a new settlement in the valley. They built homes, cleared fields, and had a meeting to plan a way of running the town. They wanted the settlement to be a successful one.

The robber lurked in the doorway. He remained there quietly waiting for someone to come along. Little did he know that across the street, a policeman lurked in the darkness, watching him.

The students in the hall became too boisterous. The teacher told them to quiet down and the boisterous students behaved.

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

VOCABULARY TEST

1.______ utensils

2.______ fowl

3.______ conscientious

4.______ commerce

5.______ jeer

6.______ boisterous

7.______ somber

8.______ interference

9.______ lurked

10.______ settlement

a. trade

b. noisily, cheerful

c. stay about with arousing attention

d. birds

e. rude, sarcastic comment

f. colony

g. tools

h. obstruct the action of someone

i. dark, gloomy

j. careful to do what is right

I. From the Survey

From the title of Chapter 5, HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES? we can assume that the chapter deals with:

A.__________ A colonial home

B.__________ The plantations of the South

C.__________ Laws in New England

D.__________ Life in the English Colonies

E.__________ A colonial farm

F.__________ Life along river banks

Mark each answer choice above:

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if it's irrelevant

False - if not correct

Best - if it's the best answer

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

A quick pre-reading of the chapter, introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts, and graphs, reveals that this chapter did not deal with:

A.__________ Frontier furniture

B.__________ Trade in the colonies

C.__________ Early education in the colonies

D.__________ Fighting with the Indians

E.__________ Colonial farm implements

II. As you read this chapter you will see that the New England Colonies differed greatly from the Southern Colonies, while the Middle Colonies were a combination of the two. Using your books, list the differences in the areas listed below.

A. Geographic Conditions

New England -

South -

B. Ways of Making a Living

New England -

South -

(continued)

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

C. Colonial Home

New England -

South -

D. Religion and Religious practices

New England -

South -

E. Education

New England -

South -

F. Farming and farm labor

New England-

South-

(continued)

~~FOLDER~~ UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

From the Survey

G. Occupations

New England -

South -

NOTES:

WILDER, UNIT I, CHAPTER 5: HOW DID PEOPLE LIVE IN THE ENGLISH COLONIES?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 1-5 (LIFE IN THE COLONIES)

Below is a list of true statements about the colonies. Label each statement

A - if it is true of the New England Colonies

B - if it is true of the Middle Colonies

C - if it is true of the Southern Colonies

Some statements may be true of more than one area.

1.______ Geographical conditions contribute to the characteristics of the area

2.______ Tobacco was a major crop

3.______ Religious freedom existed

4.______ Most people were farmers

5.______ Plantations developed

6.______ Public schools started in 1647

7.______ Colonies which were a mixture of many things

8.______ Quakers

9.______ Severe punishment of crime

10.______ Slavery

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 121	prosperous immense amid vast	settlement colony territory population interior bluffs fur trading exploring	Spain, England, French, France, New France, Canada, Mississippi, Gulf of Mexico, Atlantic coast, St. Lawrence, Quebec, Montreal, Jamestown, Great Lakes
p. 122	permanently appointed profit profitable missionary	governor estates serfs	Catholic Church, Europe, Middle Ages, Christianity, Spaniards, Father Marquette, Joliet
p. 123	crude torture courageous unceasingly customs shrine descendants	province	
p. 124	ambitious absolute prosperity endanger	mother country legislature	King Louis XIV, British Isles
p. 125	terrified	allies region	Hurons, Algonquin, Iroquois, Champlain
p. 126	raid grieved		King William's War; Queen Anne's War; King George's War; Deerfield, Massachusetts; Louisberg; Cape Breton Island; Acadia; Nova Scotia; Newfoundland; Ohio Valley; French and Indian War

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p. 127	disputed heed	seaboard grant expedition commander	Ohio Land Company, Allegheny River, Ohio River, Lake Erie, George Washington, Virginia, Fort Duquesne, General Broddock
p. 128	formidable overconfidence	commander-in-chief militia	William Pitt
p. 129	vigorous surrender gallant bonbarding toiled	frontier industry fleet	Pittsburgh, General James Wolfe, General Louis Montcalm
p. 130	undefended hoisted humiliating possessions		North America, Peace of Paris, New Orleans, Florida, West Indies

WORDS USED IN CONTEXT

The children liked to see the immense redwood trees. They marvelled at the huge trees, wider than a truck or a road. The immense trees took centuries to grow.

To see a carnation amid the roses was a lovely sight. They wondered if someone had planted the carnation there or whether the wind had blown a seed amid the roses.

The boys sold magazines all summer, hoping to make a profit. They wanted to use the money they made to buy a motor bike. However, the profits were not enough to cover the cost.

The population of the United States is growing constantly. Every day the number of people living in this country increases. The growing population is a problem in some areas.

Colonial furniture was crude. There were rough edges on the furniture and in some cases the bark was not removed. Colonial furniture was useful but crude and rough.

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

WORDS USED IN CONTEXT

The student raised his hand and disputed the issue. He was very respectful but he explained that he disagreed and thought that the teacher's statement was incorrect. The teacher copied the disputed question and said she would look it up in the library.

The boy did not heed his father's warning. He went to the beach and stayed in the sun for four hours. He got a terrible sunburn. He was sorry that he had not heeded his father's advice.

Reading 200 pages in one night was a formidable task. The scholar found the idea revolting. However, he stayed up all night and the next day gave the professor a formidable look.

The little boy was trying to be gallant. However, he could not lift the injured St. Bernard. A man stopped his car and helped the gallant little fellow.

The farmer toiled in the fields all day planting seeds. Late that night a terrible storm hit his farm. He had toiled for nothing.

The men hoisted the trunks on board the ship. They cleared the dock. As soon as they hoisted the flag, they would be on their way

NOTES:

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

VOCABULARY TEST

1.______	immense	a.	argued
2.______	amid	b.	gain
3.______	profit	c.	in the middle of
4.______	population	d.	lifted
5.______	crude	e.	hard to overcome
6.______	disputed	f.	rough
7.______	heed	g.	huge
8.______	formidable	h.	brave; daring
9.______	gallant	i.	listen to
10.______	toiled	j.	number of people
11.______	hoisted	k.	worked

QUESTIONS ON THE CHAPTER

From the Survey

I. From the title of Chapter 6, FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA, we can assume that the chapter deals with:

A.________ Wars over Colonial territory

B.________ The settlement of French Colonies

C.________ English drive French from Canada

D.________ France's struggle to keep its colonies

E.________ France's surrender to Spain

F.________ The settlement of French Colonies, their development and loss

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

Det - if too detailed

Spec - if too specific

Genl - if too general

Irrel - if its irrelevant

False - if not correct

Best - if it's the best answer

II. A quick pre-reading of the chapter reveals that one of the following is correct about the French and Indian Wars:

A. Neither side won the first three wars
B. The French had no advantage over the English
C. Fur trading is unimportant
D. No French influence remains today
E. There were five wars

If you fill in the outline below, you will have a complete set of notes about chapter 6. (Use your book.)

I. What was New France like in the 1700's?
    A. Small settlements in New France
        1.
        2.

    B. Difference between French colonists and English colonists
        1.

        2.

    C. Occupations in New France

        1.
        2.

    D. Missionaries face hardships

        1.

        2.

(continued)

QUESTIONS ON THE CHAPTER

E. Influences of New France remain

1.

2.

II. Why did the French and the British come to blows in North America?

A. Reasons for French-English rivalry

1.

2.

B. Advantages of French over English

1.

2.

3.

4.

C. What advantages did the English colonies have?

1.

2.

3.

4.

III. What were the results of the French and Indian Wars?

A. First three wars

1.

2.

3.

(continued)

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

QUESTIONS ON THE CHAPTER

B. The fourth and last war

1. causes of the war
   a.

   b.

2. Braddock's defeat

3. William Pitt's influence
   a.

   b.

4. Two generals who fought at Quebec

   a.
   b.

C. Results of the French and Indian War

1.

2.

NOTES:

WILDER, UNIT I, CHAPTER 6: FRANCE GAINS, THEN LOSES A HUGE EMPIRE IN NORTH AMERICA.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTERS 7 and 8 (FRENCH IN NORTH AMERICA)

Complete the following statements:

1. Most of the battles of the French and Indian War were won by the ____________.
2. Another name for the French and Indian War is ______________________________.
3. The Iroquois sided with the __________________ during the war.
4. The __________________ controlled Canada during the war.
5. The Wars ended in ____________.
6. The war began to change in 1758, after ______________________________________ became a leader of the English government.
7. The deciding battle of the war took place in ____________________ in 1759.
8. ______________________ and __________________________ were the two commanding generals at the Battle of Quebec.
9. The major result of the French and Indian War was ___________________________ ____.
10. The young American officer who was sent to deliver a message to the French was _________________________.

NOTES:

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 7: THE FRENCH JOIN THE SEARCH FOR A SHORTER

WORDS TO LEARN

James Silvercup was on his most dangerous and perilous journey. His trip took him into the forests and the wilderness of Canada. His enemies, T.R.A.S.H., were out to get him. At an old trading post that had once been used to exchange goods for furs. Silvercup met his enemies.

"You've had your share of good luck, Silvercup, but now it's our turn."

NOTES ON THE READING

AIM: To Learn How the French Won Land in the New World:

1. Why did France send Cartier and Verrazano to the New World? ____________________

2. A. What did Cartier discover? A. ____________________
   B. What did Cartier's voyage do for France? B. ____________________

3. What settlement did Champlain make in 1608? ____________________

4. A. State 3 things that Champlain did for the French colony. A. ____________________
   B. What was his nickname? B. ____________________

5. Why did trappers come to Canada? ____________________

6. Who was Father Marquette and where did he live? ____________________

7. What did Marquette and Joliet explore? ____________________

8. A. What did LaSalle call his discovery? A. ____________________
   B. What did LaSalle want to do in his settlements? B. ____________________

9. What happened to LaSalle? ____________________

10. A. Where did France claim land? A. ____________________
    B. What brought France its riches? B. ____________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 7: THE FRENCH JOIN THE SEARCH FOR A SHORTER ROUTE.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. dangerous	1.________ transfer
B. wilderness	2.________ trip
C. journey	3.________ perilous
D. trading post	4.________ store for exchanging goods
E. exchange	5.________ part or portion
F. share	6.________ unsettled land

Indicate the order of the following events:

1.________	A. Champlain founds Quebec
2.________	B. Cartier's voyage
3.________	C. La Salle names Lousiana
4.________	D. Verrazano's voyage
5.________	E. Marquette and Joliet explore Mississippi

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 8: THE ENGLISH LOOK TOWARD THE NEW WORLD.

WORDS TO LEARN

Many of the early colonists in America were not members of the Catholic Church, but were Protestants who wanted to worship God freely in their colonies. One such branch of the Protestant Church was that of the Puritans. Many members of this church led miserable lives in England. When the law-making body of England, Parliament, did nothing to help them, they sailed for America. They had no armada, or fleet of warships, to protect them. When they finally landed at a port in America, they considered themselves lucky to be alive and to have the chance to start a new life.

AIMS: To Learn of English Explorations.
To Learn Why The People of England Wanted to Settle in America.

1. A. Who Was John Cabot? A.________________________________
B. Why are his voyages important? B.________________________________

2. A. Why did the English trade with the Spanish colonists? A.________________________________
____
B. Why did the Spanish government attack the English ships? B.________________________________
____

3. Why did Hawkins and Drake become deadly enemies of Spain? ________________________________
____

4. Why were Drake and his raiders known as "Sea Dogs"? ________________________________
____

5. What did England claim as a result of Drake's voyage? ________________________________
____

6. What happened in 1588 to give England control of the sea? ________________________________
____

7. Why did English farmers want to go to America? ________________________________
____

8. Why did religious people want to go to America? ________________________________
____

9. What were the rules of the Church of England? ________________________________
____

10. Why did the Catholics and the Puritans want to go to America? ________________________________
____

11. What is another reason for Englishmen coming to America? ________________________________
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 8: THE ENGLISH LOOK TOWARD THE NEW WORLD.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. colonist	1.________ fleet of warships
B. Protestant	2.________ branch of the Protestant Church
C. worship	3.________ one settled in a new colony
D. miserable	4.________ harbor
E. Parliament	5.________ Non-Catholic Christian Church
F. armada	6.________ English law-making body
G. port	7.________ pray
H. Puritan	8.________ rotten

Skim the chapter to answer the following questions.(Paragraph and numbers are provided.)

A. Why were Cabot's voyages inportant to England? (1)

B. Why was Drake's voyage important to England? (5)

C. Give 3 reasons why Englishmen wanted to go to America. (7, 8, and 11)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 9: ENGLISHMEN COME TO STAY.

WORDS TO LEARN

My grandfather owned a share of stock in a stock company that had a charter from the governor to settle in what is now Hempstead. Stories and legend have it that the first people to settle there, indentured servants, (people who agreed to work for the colony in payment for their transportation), were greeted by Indians who spoke perfect English. I usually have no patience with stories like this except for the fact that it was told to me by one of our lawmakers, a member of our state legislature.

AIM: To Learn of the Founding of the First Successful English Colony at Jamestown.

1. Who made the first attempts at establishing an English colony in the New World?

2. Why was Raleigh's colony called the lost colony?

3. A. What is a stock company? A.

   B. Why were they started? B.

4. Where did the London Company make its settlement?

5. What were three problems that faced the settlers?

6. How did the new Americans suffer?

7. How did John Smith save the colony?

8. Who saved Smith, according to legend?

9. What was the main crop of Jamestown?

10. A. What was an indentured servant? A.

    B. Why were they used? B.

11. Why was the House of Burgesses important?

12 & 13. What else happened in 1619 that was important? A.

B.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 9: ENGLISHMEN COME TO STAY.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. stock company

B. legend

C. indentured servants

D. patience

E. legislature

F. charter

Column II

1.________ law-making body

2.________ written permission to settle

3.________ company which raises money by selling stock

4.________ slaves for transportation

5.________ myth or story

6.________ tolerance

1619 was an important year in the history of our nation. In your own words, tell why each was important.

1. House of Burgesses ____

____

2. Women came to Virginia ____

____

3. Negroes come to America _______________________________________

____

____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 10: MORE SETTLERS START A NEW ENGLAND.

WORDS TO LEARN

Support or help your government. Make a compact with yourself to get rid of those practices which hurt your government. Help us to pay off all our debts and set up and establish a really free government. Vote for Alfred E. Nueman today!

NOTES ON THE READING

AIM: To Learn How the Pilgrim and Puritan Colonies Began.

1.. Why did the Pilgrims leave England and go to Holland?. ______________________________

2. A. Why weren't they happy in Holland? A.______________________________
B. What agreement did the Pilgrims make with the Virginia Company? B.______________________________

3. When and in what boat did the Pilgrims land at Plymouth Rock? ______________________________

4. What was the Mayflower Compact? ______________________________

5. How did the Indians help the Plymouth colony? ______________________________

6. How did the Pilgrims give their thanks to God? ______________________________

7. *How did the Puritans want to change* the Church of England? ______________________________

8. A. What was the Puritan's stock company? A.______________________________
B. Where did the Puritans settle? B.______________________________

9. A. Who was the first governor of the Massachusetts Bay Colony? A.______________________________
B. What did he help to establish? B.______________________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 10: MORE SETTLERS START A NEW ENGLAND.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. support	1._______ agreement
B. compact	2._______ what you owe
C. debt	3._______ help to maintain
D. practices	4._______ set up
E. establish	5._______ principles

Place the events in the order in which they occurred by marking them with numbers 1 through 5.

______ A. Puritans come to the New World

______ B. First Thanksgiving is celebrated

______ C. Mayflower Compact is signed

______ D. Plymouth Colony joins Massachusetts Bay Colony

______ E. Pilgrims go to Holland

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 11: TWO HEROES OF RELIGIOUS FREEDOM.

WORDS TO LEARN

The minister talked to his congregation about the practice of voting. He told these people of his church that voting was their duty.

"We cannot have a good community or town if every person is satisfied and content with it. Our written laws, the Constitution, gives us the responsibility as well as the right to vote. We must make an attempt to try to make our fertile land even richer in freedom, so vote!"

NOTES ON THE READING

AIM: To Learn How Other Colonies in New England Were Started.

1. Why did many people leave Massachusetts? ______________________________

2. What two things did Roger Williams believe?
   1.______________________________
   2.______________________________

3. What did Roger Williams found? ______________________________

4. What began in Rhode Island? ______________________________

5. Why did Thomas Hooker leave Massachusetts? ______________________________

6. A. What was the first written constitution in the colonies called? A.______________________________
   B. For what colony was it composed? B.______________________________

7. Why and how was New Hampshire settled? ______________________________

8. A. What was the New England Confederation? A.______________________________
   B. Why was it formed? B.______________________________
   C. What was King Philip's War? C.______________________________

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 11: TWO HEROES OF RELIGIOUS FREEDOM.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. community	1.________ try
B. practice	2.________ rich
C. congregation	3.________ habit
D. constitution	4.________ area
E. satisfied	5.________ content
F. fertile	6.________ written plan of government
G. attempt	7.________ people of a church

Below are a list of words and phrases and the three main topics of this chapter. Place the word or phrase under the topic where it best belongs.

Words and Phrases

Topics

Rhode Island   Hartford   New England Confederation

1. Thomas Hooker
2. King Philip's War
3. Roger Williams
4. Fundamental Orders
5. Indian attacks
6. religious freedom
7. Narragansett Bay
8. freedom to vote

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

WORDS TO LEARN

The scout-master was a remarkable man for several reasons. First, he knew almost every route and trail in the forest. Second, his knowledge of nature and history seemed endless to his scouts. That night while the scouts were driving in their spikes to gain support for their tents he encouraged them to stop quarreling and pay strict attention to the wonders of nature all about them. Later at the campfire he told stories of the colony that had been purchased for a few beads or trinkets and the skins from some fur-bearing animals. His knowledge made them want to grow up to be just like him.

NOTES ON THE READING

AIM: To Learn of the Settlements in New York, New Jersey, Pennsylvania and Delaware.

1. A. For whom and when did Henry Hudson sail? A.______________________
   ____
   B. What was he looking for? B.______________________

2. Why did the Dutch form the Dutch West India Company? ______________________
   ____

3. Where were the four Dutch settlements? ______________________
   ____

4. How did the Dutch West India Company get people to come to New Netherland? ______________________
   ____
   ____

5. Why wasn't Peter Stuyvesant well-liked? ______________________
   ____

6. A. Where did Sweden have a colony? A.______________________
   B. When was it brought under Dutch rule? B.______________________
   ____

7. How did New Netherland become an English Colony? ______________________
   ____

8. How did New York get its name? ______________________

9. What were some of the religious practices of the Quakers? ______________________
   ____

10. How did William Penn get the land later known as Pennsylvania? ______________________
    ____

(continued)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

11. A. Why did Penn pay the Indians for the land? A.______________________________
____
B. What does Philadelphia mean? B.______________________________

12. Why was Pennsylvania so successful? ______________________________

13. When did Delaware become a separate colony? ______________________________
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 12: EUROPEANS ARRIVE IN THE MIDDLE COLONIES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. route	1.________ amazing
B. establish	2.________ give aid to
C. trinkets	3.________ set up
D. encourage	4.________ trail; path
E. strict	5.________ stern
F. quarrel	6.________ argument
G. support	7.________ beaver
H. remarkable	8.________ beads
I. a fur-bearing animal	9.________ urge

Tell whether these statements apply to the Dutch or the Quakers. Use either D or Q before the statement to indicate this.

________ purchased Manhattan

________ all men equal before God

________ brotherly love

________ most prosperous English colony

________ Peter Stuyvesant

________ William Penn

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

WORDS TO LEARN

The two boys, Joe and Bill, grew up in a small town. The population was only 1,000. Joe and Bill believed they knew every one of the 1,000 people, and Mr. Smith, proprietor of the small building on South Street, was their favorite person. Mr. Smith ran the candy store in his building. As a proprietor and landlord he prospered. The boys believed he was rich. He would not rent to anyone who he knew was a debtor. Mr. Smith did not believe in owing money. He was one landlord who wanted his rents collected on time.

People liked to live in Mr. Smith's building. Behind the building he had a yard where the soil was fertile. Mr. Smith allowed the people who lived in his building to plant things there. Mrs. Brown loved the yard. Blue was her favorite color and she insisted on trying to plant indigo to see if she could make her own blue dye. Mr. Smith's toleration of her antics was amazing. Mrs. Brown realized that she was not easy to get along with. She often told Mr. Smith, "If I were a queen, I would give you a large piece of land, the largest grant ever made and I would also make you a noble lord in my court." Mr. Smith used to smile and shake his head.

NOTES ON THE READING

AIM: To Learn How the English Colonies Were Founded in the South.

1. How did nobles become proprietors or owners of colonies?
2. Who was George Calvert?
3. What was the first settlement in the colony of Maryland?
4. What did the Toleration Act do?
5. Why did the colony of Carolina separate into two colonies?
6. What was the name of the last British colony to be founded?
7. Who is the founder of the colony of Georgia?
8. Who settled in Georgia?
9. Where was most of the population of the 13 colonies settled?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. population
B. proprietor
C. landlord
D. prospered
E. debtor
F. fertile
G. indigo
H. toleration
I. noble
J. grant

Column II

1.________ owner
2.________ be successful
3.________ blue dye
4.________ understanding of others
5.________ gift
6.________ high rank
7.________ people
8.________ one who owes money
9.________ rich; able to produce
10.________ one who rents his property

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 13: THE LAST ENGLISH COLONIES ARE ESTABLISHED.

This chapter deals with the founding of four colonies. On the outline below fill in the information about each colony.

Colony	Date	Founder	Who settled in the colony	First settlement
Maryland				
North Carolina	1689			
Carolinas	1663			Charleston
South Carolina	1689			
Georgia				

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: HOW THEY LIVED IN NEW ENGLAND.

WORDS TO LEARN

In the days when the frontier or unsettled part of our land extended only as far west as Ohio, and when only a few settelers lived on large estates, there were many unusual occupations. One of the most important of these jobs was fence building. Cutting these palisades to place around the forts was real art. Other interesting occupations were tallow pouring (to make candles), spinning flax to make fine linen, and pickling foods to prepare them for winter.

NOTES ON THE READING

AIM: To Learn How the People of the New England Colonies Made Their Living.

1. A. Where were the thirteen original colonies? A.____________________
____
B. What were the four sections? B.____________________

2. How did geography affect occupations in these four sections? ____________________
____

3. Describe an early New England home. ____________________

4 & 5. List 4 important articles found in a colonial home.
1.____________________
2.____________________
3.____________________
4.____________________

6. Why was farming difficult in New England? ____________________
____

7 & 8. How did the family work together to supply what was needed? ____________________
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 1: HOW THEY LIVED IN NEW ENGLAND.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II write the letter which appears before the words in Column I.

A. frontier
B. estates
C. occupations
D. palisade
E. tallow
F. flax
G. pickling

1.________ used in making linen
2.________ large land holdings
3.________ preserving
4.________ jobs
5.________ fence
6.________ candle wax
7.________ unsettled land border

Fill in the following two outlines, using facts from the chapter:

I. Geography played an important role in the way people of each section made their living.
A.____
B.____
C.____
D.____

II. Everyone in the colonial family worked to supply what was needed.
A.____
B.____
C.____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

WORDS TO LEARN

On his trip to New England, John was amazed at what he saw. The occupations of the people in some towns depended completely on the natural resources. If there was a seaport, the townspeople were fisherman. If the soil was good, they were farmers. They used the land as the source for their jobs. Where there was little soil and no fish, the people turned to some other industry. In addition to this, John noticed that there were some signs of the old colonial way of life. However, changes had been made. Young men who had chosen careers as ministers could be seen near the colleges, sitting outside writing sermons. However, they were unlike the harsh ministers one pictured in an old Puritan town. There were boys learning trades as apprentices, but they were well paid and had a great deal of freedom. New Englanders cherish the interesting past that belongs to their section of the country, and they continue to have good times at quilting parties and husking bees. These have not changed at all.

NOTES ON THE READING

AIM: To Learn More About Life in the New England Colonies.

1. Why did the people of New England turn to occupations other than farming?
2. Why were fish important to the New England settlers?
3. Among what 3 countries was the three-sided trade carried on?
   1.
   2.
   3.
4. Who were the leaders of New England communities?
5. Describe Puritan laws and punishments.
6. Why was education important to the Puritans?
7. What was a "Dame School"?
8. What was an apprentice?
9. List the Puritan ideas of fun.

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. occupations
B. natural resources
C. seaport
D. source
E. industry
F. careers
G. ministers
H. sermon
I. harsh
J. apprentice
K. quilting party
L. husking bee

Column II

1.________ cruel; severe
2.________ chosen profession
3.________ a talk on religion
4.________ beginner; learner
5.________ party at which quilts are seyn
6.________ place from which something comes
7.________ person serving a church; pastor
8.________ employment; trade; job
9.________ party at which the outer covering of corn is removed
10.________ city or town with a harbor
11.________ any branch of business
12.________ materials supplied by nature

Listed below are 10 items. Some of them are true and some are false. Mark each statement true or false according to the information given in Chapter 2. If you cannot tell whether it is true or false, mark it X for insufficient information. The number in parenthesis after each statement tells you in what paragraphs the answer will be found.

1.______ The Puritans wanted their children to learn to read so they could read The Bible. (6)

2.______ All New Englanders were farmers. (1)

3.______ New Englanders used fish to trade with the Indians. (2)

4.______ The Puritans were very kind, easy-going people. (5)

5.______ Harvard was opened in 1638. (7)

(continued)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 2: WORK, CHURCH AND SCHOOL IN NEW ENGLAND.

6._____ The Puritans never had a good time. (9)

7._____ No girls went to school in Massachusetts. (6, 7)

8._____ Some housewives taught school in their homes. (7)

9._____ School was held five days a week. (6)

10._____ Puritans churches were very ornate and comfortable. (4)

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 3: HOW THEY LIVED IN THE SOUTHERN COLONIES.

WORDS TO LEARN

Selling naval stores (tar, pitch and turpentine) to the English navy provided the small farmer his only chance or opportunity at making a profit. This was not nearly as profitable as owning a plantation, however. These huge estates had elegant and expensive furnishings, such as grand pianos and chandeliers. The owner usually had a lot of free or leisure time for his non-working social life. The plantation had its own teachers who lived there, called tutors. These people were so rich that even their servants had servants.

AIM: To Learn of the Plantation Life of the South.

1. A. What were the Southern Colonies? A.

   B. What were the chief crops of the plantation? B.

2 & 3. Why were there so few towns in the South?

4. Describe the planter's home.

5. How did the plantation support itself?

6. Why were slaves used on the plantation?

7. What did the small farmers sell?

8. Describe the social life of the planter.

9. Describe the education given to the young of the South.

SCHWARTZ-O'CONNOR, UNIT I CHAPTER 3: HOW THEY LIVED IN THE SOUTHERN COLONIES.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. naval stores	1._______ teacher
B. opportunity	2._______ spare time
C. profitable	3._______ rich and wealthy
D. plantation	4._______ chance
E. elegant	5._______ large farm
F. furnishings	6._______ tar, pitch, and turpentine
G. leisure	7._______ decoration and furniture
H. social life	8._______ making money
I. tutor	9._______ pleasurable part of life

Some of the following terms and phrases relate to plantation; others do not. Place a P before those that relate to plantations. Leave others blank.

______ Jamestown

______ tobacco

______ slaves

______ naval stores

______ small farms

______ horse racing

______ William and Mary

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE COLONIES "IN BETWEEN".

WORDS TO LEARN

Benjamin Franklin was born in New England, but lived in the Middle Colonies. When he ran away from home, he located himself in Philadelphia. Here the language was the same as it was in Boston, but the customs were different. The climate was also similar, hot in the summer and cold in the winter. In Boston most were Puritans; in Philadelphia there were Quakers and other religious groups. The journey from Boston was long, the service on the stagecoaches was not too good. When Franklin arrived, he wanted to refresh himself; he was served from a plentiful supply of food.

When Franklin was older, he did many important things. He was an inventor who discovered many new items to make life easier. In addition he opened the first library. People could read many books. He also improved trade and communication by improving our mail service.

AIMS: To Learn How People Lived in the Middle Colonies.
To Learn of the Influence of Benjamin Franklin.

1. Which colonies are called the Middle Colonies?
2. Why were the Middle Colonies called the "Bread Colonies"?
3. How did the people travel?
4. How was mail carried?
5. What effect did travel and communication have on the settlers?
6. What was Benjamin Franklin's trade?
7. For what was Franklin known?
8. Name two of Franklin's inventions? 1.
   2.
9. How did Franklin help make life better for people?
10. What improvements did Franklin make as Postmaster General?

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 4: THE COLONIES "IN BETWEEN".

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. Middle Colonies
B. located
C. language
D. customs
E. climate
F. Quaker
G. journey
H. service
I. stagecoach
J. refresh
K. plentiful
L. inventor
M. library
N. trade
O. communication
P. mail service

Column II

1.________ trip
2.________ revive
3.________ person who makes things
4.________ New York, New Jersey, Pennsylvania, and Delaware
5.________ exchange of ideas
6.________ helpful acts
7.________ exchange of goods
8.________ kind of speech
9.________ coach carrying passengers
10.________ general weather
11.________ more than enough
12.________ delivery of letters
13.________ situated
14.________ place where books are kept
15.________ a religion
16.________ way of doing things

You have read Chapter 4 -
Check off the items below which are included in this chapter.

1.______ Ben Franklin's boyhood
2.______ Occupations in the Middle Colonies
3.______ Crops grown in the Middle Colonies

(continued)

4._____ Mail service in the colonies

5._____ Travel in the colonies

6._____ The works of Benjamin Franklin

7._____ Education in the Middle Colonies

8._____ Effects of travel and communication

9._____ How Ben Franklin helped people

10._____ People who lived in the Middle Colonies

Judging from the 10 items listed above and whether or not they are true, which of the following is the best title for this chapter.

A._____ Ben Franklin's Life

B._____ The Colonies "In Between"

C._____ Travel in Early America

D._____ Odds and Ends

E._____ Our First Library

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: LIFE IN THE WILDERNESS.

WORDS TO LEARN

Long hunters were ambitious pioneers who were always trying to move the frontier westward. These carriers of the long rifles settled new areas and were never happy with things as they were. They had to get ahead. They set up and established stockades to protect their families. At each corner of these fences of pointed logs was a blockhouse where guards could watch for dangerous Indians. We owe much to these early settlers.

NOTES ON THE READING

AIM: To Learn How the Early Settlers Made a Living on the Frontier.

1 & 2. What kinds of people moved to the frontier? ____________________
____

3. Where did the earliest pioneers settle? A. ____________________
B. ____________________

4. Why did the Indians attack the settlers? ____________________
____

5. What did the Indians teach the white man? ____________________
____

6. Where did the "long hunters" hunt? ____________________

7. Describe Daniel Boone's route? ____________________

8. How was the western settler a new kind of American? ____________________
____

SCHWARTZ-O'CONNOR, UNIT I, CHAPTER 5: LIFE IN THE WILDERNESS.

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. long hunters	1._______ protective wood fence
B. ambitious	2._______ first settler
C. pioneer	3._______ border strip
D. frontier	4._______ desiring improvement
E. establish	5._______ set up
F. blockhouse	6._______ carriers of long guns
G. stockade	7._______ log cabin

On page 83 there are two pictures. Below are some captions (words written to help explain a picture). Place an H before the caption if it deals with the hunter. Place an S before it if it deals with the settler.

1._______ Living conditions were difficult

2._______ Stockades were built

3._______ Long hunters crossed the Allegheny

4._______ Cumberland Gap

5._______ A new kind of American is created

Guide Topics Correlated With Texts

	Wilder This Is America's Story	Schwartz and O'Connor Exploring American History
	Chapter No.: Page No.	Chapter No. and Unit No. in S. & O.
Unit I Discovery and Exploration	1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon 2. (pp. 37-57) Europeans Learn More About the New World 3. (pp. 58-79) Spain Establishes a Great Empire 4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America 5. (pp. 100-119) How Did People Live in the English Colonies 6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America	1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies 1-8)pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars. NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II
Unit II Colonial Struggle For Independence	7. (pp. 136-148) How Were the English Colonists Governed? 8. (pp. 149-164) The American Colonists Resist Strict Control by England 9. (pp. 165-189) The Thirteen English Colonies Win Their Independence	9-16 (pp.98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war NOTE: Chapter 6 (pp. 86-90) included in this section
Unit III How Our Nation Is Governed	11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution 12. (pp. 227-242) The New Government Is Successfully Launched	1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

	Wilder This Is America's Story	Schwartz and O'Connor Exploring American History
	Chapter No.: Page No.	Chapter No. and Unit No. in S. & O.
Unit IV Westward Expansion	13. (pp. 243-263) The United States Gains the Respect of Other Nations 14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing 15. (pp.289-303) Cotton Becomes King in the South 16. (pp.304-318) Democracy Marches Westward with the Frontier 17. (pp. 319-345) The Nation as a Whole Becomes More Democratic 18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea 21. (pp. 424-442) The Last Frontier in the West Is Settled	1-14 (pp. 174-239) How Did The New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.
Unit V Civil War	19. (pp. 373-392) The North and South Come to Blows 20. (pp. 393-423) The North and the South Fight a War and Are Reunited	1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South
Unit VI Rise Of Industry and Agriculture	22. (pp. 442-467) The United States Becomes a Great Industrial Nation 23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems 24. (pp. 483-505) New Methods of Farming Create New Problems 25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms	1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's

Guide Topics Correlated With Texts

	Wilder This Is America's Story	Schwartz and O'Connor Exploring American History
	Chapter No.: Page No.	Chapter No. and Unit No. in S. & O.
	26. (pp. 525-556) America Provides More Opportunities for More People	1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960
Unit VII U.S. Becomes a World Leader	27. (pp. 556-570) American Leaders Branch Out Along New Paths 28. (pp. 571-590) The United States Gains Possessions Overseas 29. (pp. 591-615) The United States Plays a Larger Part in World Affairs 30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace 31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas 32. (pp. 677-703) Americans Face The Challange of a Modern World	